

Creative Curriculum Institute (CCI): CCI creates the time and place for participants to learn directly from experts in the field of Culturally Responsive Teaching and Learning. Each series meets for three 90 minute sessions on Tuesdays from 4:00-5:30. The first two sessions are developed and facilitated by experts in the field, and provide participants with relevant history, research and recommendations for teaching and learning strategies. The third session serves as a community gathering to discuss ways to apply learning to a YA Creative Curriculum Project Residency.

Creative Curriculum Institute Series 1					
Teaching Artists, Teachers, Schools and Young Audiences as Protective Factors to Mitigate Against Racial Trauma					
October 19, 26, and Nov 2	4:00-5:30	Creative Curriculum Institute: Anti-Racism & Transformative Social Emotional Learning with Dr. Denisha Jones	Culturally Responsive Arts Education & SEL	CCP teaching artists & teachers	Session 1 Registration Link YA Zoom Meeting ID: 847 7526 7574 Passcode: 656300 Session 2 Registration Link YA Zoom Meeting ID: 875 4882 7784 Passcode: 851675 Session 3 Registration Link YA Zoom Meeting ID: 819 6793 5935 Passcode: 143843
Program Description	When it comes to responding to racism, people and institutions, take three approaches: ignore, exacerbate, or resist. Historically, public education has exacerbated racial oppression or ignored the trauma BIPOC students and their families experience. The time has come for public education to choose to actively resist racism on individual, ideological, and institutional levels. This workshop will explore how teaching artist, teachers, schools, and Young Audiences can serve as protective factors to mitigate against the impact of racial trauma and racist toxic stress.				




Denisha Jones is the Director of the Art of Teaching Program at Sarah Lawrence College. After earning her bachelor’s degree in early childhood education from the University of the District of Columbia, Dr. Jones worked as a kindergarten and preschool teacher, and a preschool director. She earned her Ph.D. in Curriculum and Instruction from Indiana University in 2013. In 2018, she earned her Juris Doctor from the David A. Clarke School of Law at the University of the District of Columbia.

Dr. Jones is an education justice advocate and activist. She serves as the Director of Early Childhood Organizing for Defending the Early Years, Inc, and is the interim Assistant Executive Director for the Badass Teachers Association. Since 2017, she served on the steering committee for the national Black Lives Matter at School Week of Action. In 2019, Dr. Jones joined the Anji Play Study Fellowship program where she will learn about the true play movement based out of the Anji province in China and become an Anji Play Ambassador.



Her research interests include organizing activist research projects that challenge dominant deficit views of Black children and the Eurocentric curriculum; documenting the value of play as a tool for liberation with an emphasis on global approaches to play; and leveraging the intersection of public policy, social movement lawyering, and critical social justice education to dismantle the neoliberal assault on public education.

<p>Learning Intentions</p>	<ul style="list-style-type: none"> • Recognize how education has historically exacerbated or ignored racial oppression • Describe what it means to be anti-racist • Discuss strategies for ensuring schools and Young Audiences programs serve as protective factors against racial trauma 		
<p>YA Connections</p>	<p>NJSLS-VPA: Artistic Process; Creating; Anchor Standard 1: Conceptualizing & Generating Ideas NJSLS-VPA: Artistic Process; Responding; Anchor Standard 7: Perceiving and Analyzing Products</p>	<p>Culturally Responsive Practice Social Emotional Learning</p>	<p>Professional Standards for Educational Leaders Standard 3: Equity & Culture Standard 4: Curriculum, Instruction & Assessment</p>

Creative Curriculum Institute Series 2					
Restorative Practices 101					
January 18, 25, & February 1	4:00-5:30	Creative Curriculum Institute: Restorative Practices 101 with Creative Praxis	Culturally Responsive Arts Education & SEL	CCP teaching artists & teachers	Session 1 Registration Link Session 2 Registration Link Session 3 Registration Link
Program Description	<p>Description RESTORATIVE PRACTICES 101 is an in-depth art-based experience for Young Audiences staff, teaching artists, classroom teachers, arts specialists, and educational leaders. The series will allow participants to connect with nationally recognized best practices on restorative practices and approaches. Participants will gain applicable tools for creating restorative practices in learning spaces on a personal and professional level. Participants will explore relational core values, intersections of empathy, vulnerability, and shame, as well as imagine learning environments that prioritize safe, special/sacred, and creative place making. The knowledge, skills, and tools gathered through each session will also introduced strategies to identify a clear pathway of repairing harm when harm is caused.</p>				
	<p>Nia Eubanks-Dixon is the founder and creator of Creative Praxis. Mrs. Eubanks-Dixon is an international master trainer/facilitator, counselor, professional dancer/storyteller, teacher, and a therapeutic restorative community artist. Mrs. Eubanks-Dixon is certified in life coaching, brief therapy counseling, crisis intervention, the dialogic process, restorative practices, interactive mediation, restorative arts, trauma healing, trauma informed spaces as well as de-escalation techniques.</p> <p>In 2002, she received her BFA in Dance Education from the University of the Arts in Philadelphia. In 2017 she received her Master's Degree in Urban Studies with a concentration in Community Arts from Eastern University.</p> <p>Mrs. Eubanks-Dixon has worked with and trained national and international organizations including The American Friends Service Committee where she is currently working as the Youth Director for International and US programs. She has also worked with District 1199C Training and Upgrading Fund, Jill Scott's Blues Babe Foundation, Jobs for the Future, and Urban Bush Women.</p> <p>Mrs. Eubanks-Dixon has had the opportunity to study under master facilitators and teachers including Dr. Nathan Corbitt, Linda McClain,</p>				

	Rev. Dr. Clarence and Geri Pemberton, Jeannine Osuande, Baba Chuck Davis and Jawole Zollar. She has developed a teaching and facilitation approach that is arts-integrated, trauma-informed, community based, anti-racist/decolonizing, and restorative.		
Learning Intentions	<ul style="list-style-type: none"> • Identify qualities of self, relational and teaching and learning core values. • Engage with the continuum of empathy and shame. • Recognize the ways shame shows up through behavior and feelings. • Identify and implement daily restorative practices for self and students. • Discuss strategies for ensuring schools and Young Audiences programs include restorative practices. 		
YA Connections	NJSLS-VPA: Artistic Process; Creating; Anchor Standard 1: Conceptualizing & Generating Ideas NJSLS-VPA: Artistic Process; Responding; Anchor Standard 7: Perceiving and Analyzing Products	Culturally Responsive Practice Social Emotional Learning	Professional Standards for Educational Leaders Standard 3: Equity & Culture Standard 4: Curriculum, Instruction & Assessment

Creative Curriculum Institute Series 3					
Intersections & Crossroads (Addressing Intersectionality of Identity)					
April 19, 26 and May 3	4:00-5:30	Creative Curriculum Institute: Intersections & Crossroads (Addressing Intersectionality of Identity) with Garden State Equality Betsy Erbaugh & Kate Okeson (Make it Better for Youth)	Culturally Responsive Arts Education & SEL	CCP teaching artists & teachers	Session 1 Registration Link Session 2 Registration Link Session 3 Registration Link
Program Description	Intersections & Crossroads: (Addressing Intersectionality of Identities) provides an opportunity for an interactive discussion surrounding the various challenges of having multiple minority identities, including but not limited to				

	<p>race, gender & gender identity, sexual orientation, country of origin, religion, and ability. The discussion highlights the role the media and other social influences have in marginalizing vulnerable populations, even within already marginalized communities. Discussion also covers, privilege, power, cultural appropriation, implicit bias, and micro and macro aggressions. The workshop closes with strategies on how to make schools, communities, GSAs and other spaces more inclusive of various identities, and how to celebrate diversity in more sensitive ways.</p>
	<p>Betsy Erbaugh is a sociologist, Associate Professor and university program chair specializing in community-based research on women’s and LGBTQ+ health and well-being. She has taught sociology, gender studies, public health, and American studies courses at universities in New Jersey, Indiana, Iowa and New Mexico. In partnership with Garden State Equality, Make It Better for Youth, GLSEN, and local educators, she is lead investigator of a study on LGBTQ-inclusive curricula, school climate and student well-being. She regularly trains NJ educators on LGBTQ-inclusive pedagogy and provides comprehensive sexual health education to high school and university students. Dr. Erbaugh has presented her work at meetings of the American Public Health Association, the American Sociological Association, the National Women's Studies Association, the Society for the Study of Social Problems, the International Network for Social Network Analysis, the Race, Gender and Class Conference at SUNO, and the Los Angeles Queer Studies Conference, among other fora. Her work appears in interdisciplinary journals and edited volumes including Social Science Research; Race, Gender and Class; Practical Pediatric and Adolescent Gynecology; and Gender Violence: Interdisciplinary Perspectives.</p>
	<p>Kate Okeson (she/her) is co-founder and program director of Make It Better for Youth, the Monmouth County Consortium for Lesbian, Gay, Bisexual, Transgender, Queen & Questioning Youth, where she organizes people and resources to affirm and accept our young LGBTQ+ community through education, outreach, and social opportunities. Over the last several years, MIB4Y has focused intently on educator-to-teacher initiatives, including the development of a pilot curriculum pathway for NJ’s LGBTQ+ Inclusive Curriculum legislation, and providing training to school districts on inclusive education practices and approaches.</p> <p>Kate’s work in education comes from her 20+ year career as an art educator and artist in NJ who focuses on bringing inquiry driven processes and exploration to the classroom. In her work as a studio arts teacher, she attends to the discipline of creative and critical thoughts as a means to ask beautiful questions which lead to growth and actions.</p>
<p>Learning Intentions</p>	<ul style="list-style-type: none"> • Discuss challenges of living with multiple marginalized identities. • Discuss manifestations and effects of privilege, implicit bias, micro- and macro-aggressions. • Cultivate inclusive pedagogies and learning spaces. • Engage hands-on with model LGBTQ-inclusive arts lesson and discuss grade level adaptations. • Discuss role of LGBTQ-inclusive as a learning strategy.

	<ul style="list-style-type: none"> Discuss the role of various pedagogies in support of creative thinking and visual response. 		
YA Connections	<p>NJSLS-VPA: Artistic Process; Creating; Anchor Standard 1: Conceptualizing & Generating Ideas</p> <p>NJSLS-VPA: Artistic Process; Responding; Anchor Standard 7: Perceiving and Analyzing Products</p>	<p>Culturally Responsive Practice</p> <p>Social Emotional Learning</p>	<p>Professional Standards for Educational Leaders Standard 3: Equity & Culture</p> <p>Standard 4: Curriculum, Instruction & Assessment</p>

Creativity Consultant Project Application
https://forms.gle/K2XNvBqUqSbBKtUF9